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ABSTRACT

A career needs assessment of the schools in Area 6 in Iowa was carried out in the study. Project objectives were: (1) to ascertain the student needs, K-adult in Area 6, (2) to identify that which is currently being done to meet career education needs in Area 6 public schools, and (3) to synthesize the resources and needs as an optimum combination of resources and activities as recommendations to the Area 6 public schools for future planning. Information concerning labor supply and demand in Area 6 and in Iowa was gathered and is presented in the report. Data on unemployment, the economically disadvantaged, and persons with less than high school education also appear. As a result of interviews with educators in the area, it was concluded that while career education was a part of curriculums in every K-12 district, it was not fully integrated into the programs. It was found that many who were responsible for curriculum development lacked familiarity with current concepts and definitions of career education. It was also found that a significant number of students at the postsecondary level need means by which they can choose career directions. Recommendations based on the results of the study are presented. Data summaries for each of the districts surveyed are appended. Also appended are minutes from committee meetings and a sample survey questionnaire. (NJ)

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ED120568

CAREER EDUCATION NEEDS ASSESSMENT

for

MERGED AREA VI

IOWA VALLEY COMMUNITY COLLEGE DISTRICT

June, 1975

VT 102671

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ABSTRACT

The "Career Needs Assessment for Merged Area VI" study was proposed by Iowa Valley Community College District, supported by the Area VI Superintendents' Association, and approved by the Career Education Division of the Iowa Department of Public Instruction for partial funding.

A project director, a steering committee (representative body of seven from the K-12 districts and three persons from Iowa Valley Community College District) and ad hoc committees formed by school district contact persons (representatives from each of the 22 school districts) worked to accomplish the project objectives:

1. To ascertain the people needs, K-adult, in Merged Area VI.

2. To identify that which is currently being done to meet the career education needs in the Area VI public schools.

3. To synthesize the resources and needs as an optimum combination of resources and activities as recommendations to the Area VI public schools for future planning.

Project activities included securing previously-compiled people needs data and gathering original data regarding the development of Career Education within the various public educational institutions. The Steering Committee examined the data and abstracted conclusions, some of which are:

Career Education learning activities are part of curriculums in every K-12 district and the community colleges.

Career education and related concepts are not integrated, fully, in any K-12 or community college curriculums.

Many amongst those responsible for curriculum development are unfamiliar with curren broader definitions of Career Education and related concepts.

To a significant degree in many of the K-12 and community college institutions, learners and faculty are missing the motivational and reality-testing benefits that can result from direct learning experience in the world beyond the classroom walls.

Data is lacking to identify career educational needs of individuals not associated with K-12 systems.

At least a significant minority of individuals at the postsecondary level need means by which they can choose career directions, quickly and reasonably.

Subsequently, Steering Committee recommendations are to the effect: that local districts assure understanding of and develop structures for fully integrating Career Education into existing curriculums; that curricula be created at the community college level for the purpose of helping individuals choose career directions, reasonably and quickly; and, finally, that additional area and state systems be created to support these efforts.

FORWARD

Career Education cannot change institutions, only people can. This half-forgotten truth was indicated often to this researcher during the course of the study. Committed individuals not content with "keeping school" are the catalysts for improvement. Career education concepts can be important tools for positive change. Hopefully, this study will contribute to providing the catalysts with the tools.

Many persons contributed to the completion of this study. In particular, acknowledgment is given to John Prihcda, Marilyn Berner, Richard Doyle, Larry Dixon, Elaine Kline, Warren Kurth, David Bauske, Joe White, Louis Schafer, Berdine Kaeberle, Deloy Davidsen, Verle Stucker, and Kenneth Wold.

Richard Wuertz
Project Director

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INTRODUCTION

In 1974, the Iowa Legislature passed Senate File 126 which included a provision directing local school districts to incorporate Career Education into the K-12 curriculums in Iowa.

Senate File 126. Section 11

> The board of directors of each local public school district and the authorities in charge of each nonpublic school shall incorporate into the educational program the total concept of career education to enable students to become familiar with the values of a work-oriented society. Curricular and co-curricular teaching-learning experienced from the prekindergarten level through grade twelve shall be provided for all students currently enrolled in order to develop an understanding that employment may be meaningful and satisfying.
>
> Essential elements in career education shall include, but not be limited to:
>
> 1. Awareness of self in relation to others and the needs of society.
> 2. Exploration of employment opportunities and experience in personal decision making.
> 3. Experiences which will help students to integrate work values and work skills into their lives.

At the May 1974 meeting of the Area VI Administrators, Dr. John Prihoda, Superintendent of Iowa Valley Community College District, submitted a proposal for consideration that provided for a career needs assessment of the schools in Area VI. A motion supporting the proposal was passed unamimously by the superintendents. Subsequently, the project proposal was submitted to and approved by the Iowa Department of Public Instruction for funding. Project objectives are:

> to ascertain the people needs, K-adult, in Mer[illegible]
> Area VI;

to identify that which is currently being done to meet career education needs in Area VI public schools;

to synthesize the resources and needs as an optimum combination of resources and activities as recommendations to the Area VI public schools for future planning.

An organizational structure composed of a project director, a steering committee (representative body of seven from the K-12 districts and three persons from Iowa Valley Community College District) and contact persons (representative from each of the 22 school districts) was utilized to accomplish the objectives. The Project Director assumed the duties of recommending to and carrying out project activities agreed upon by the Steering Committee. The Steering Committee decided project activities and approved the final report. Contact persons formed the various ad hoc committees used during the study.

Career education definitions vary from source to source to such a degree that it has been characterized as "a concept in search of a definition."[1] While a single universal definition does not exist, general content agreement does. In this study, Career Education is defined as

> a sequence of planned educational activities designed to develop positive student attitudes, values, knowledges, and skills toward self and the world of work that will contribute to personal fulfillment in present and future opportunities as well as economic independence.[2]

The important underlying concepts, "Self" and "Work," are defined as:

> Work: Purposive activity undertaken by an individual for remuneration, enjoyment, personal enrichment, or other vocational or avocational reward.[3]

> Self: Understanding of oneself--mentally, socially, and emotionally--and his relationships with other people.[4]

As indicated by the definition, "Work" includes but isn't limited to paid employment. Regarding "Self," the aim is to develop a positive self image:

> It is a fairly well accepted idea that a person becomes what he desires to be. Self image determines behavior. Students are influenced in their self image by what they believe others see them as being or becoming....
>
> Our attitudes are influenced by personal experience. Achievement can result in personal pride and the lack of achievement can cause one to view himself as a failure. Experiences can be managed to program achievement and success.[5]

OBJECTIVE I: *To ascertain the people needs, K-adult, in Merged Area VI.*

Two classifications of people needs are outlined in the project proposal. One identifies societal needs in terms of labor supply and demand. The Career Education Needs Information System (CENIS) supplies the most complete and up-to-date information for Iowa and Area VI. The data included was gathered in 1972 and will be updated by results from a 1975 survey. While CENIS is the best source for information of this type, it does not give a complete picture, for its parameters include only those occupations requiring less than a baccalaureate degree. Even with this limitation, CENIS should be of benefit to planners in their attempts to design career education programs to help individuals take advantage of business and industry needs (Table No. 1).

The second classification identifies individual needs as awareness of self and work, career exploration, and occupational preparation. Individual needs identified by the Iowa Curriculum Model are accepted for this study with the understanding that the suggested age-need relationships describe tendencies only (Chart No. 1). Further indicators of population needs are suggested by data on unemployment, persons with less than high school educations, and economically disadvantaged (Tables No. 2, 3, 4, 5, 6). Educational goal assessments being conducted, presently, in school districts should be of benefit in further identifying population needs.

TABLE NO. 1 1973 CENIS SURVEY FOR AREA VI

Title	Estimated Labor Need 1975	1977	Student Interest Sample	Projected
Farm Hand, General	4	4	22	139
Manager, Farm	-1	-1	6	39
Feed-Research Aid	0	0	-	-
Supt. Grain Elev.	2	1	-	-
Feed Mixer	2	2	-	-
Feed & Farm Mgmt. Adv.	4	4	-	-
Salesman, Grain & Feed	21	22	0	0
Custom Feed Mill Oper.	1	2	2	11
Farm Equip. Mechanic	6	8	2	14
Farm Mch. Set-Up Man	2	3	0	2
Counterman, Farm	4	5	-	-
Buyer, Grain	1	1	-	-
Buyer, Livestock	0	0	-	-
Landscape Gardener	0	0	1	4
Nurseryman	0	0	0	0
Park Foreman	0	0	2	10
Seed Analyst	3	2	0	0
Market Research Analyst	1	0	0	0
Account Executive	0	0	0	0
Public Rel. Spec.	0	0	1	7
Advertising Specialist	0	0	0	0
Salesperson, Fashion Access.	2	2	5	33
Salesperson, Men's Furn.	5	5	0	0
Salesperson, Women's Garm.	6	8	-	-
Salesman, Auto	5	8	0	0
Counterman, Auto	5	5	1	6
Loan Officer	4	8	0	0
Teller	8	12	0	0
Credit & Collect. Mgr.	1	0	0	0
Floral Designer	6	6	2	12
Salesperson, Flower & Flor.	0	0	-	-
Dept. Head, Suprmkt.	2	2	1	3
Salesman-Driver	2	2	-	-
Salesperson, Food	0	0	-	-
Cashier/Checker	39	44	1	7
Restaurant Hostess	0	0	1	3
Salesperson, Fabrics...	5	7	1	3
Salesperson, General	33	45	4	26
Retail Store Mgr.	4	5	2	11
Buyer, Asst. Buyer	1	1	2	15
Salesman, Farm & Grdn. Equip.	3	4	0	2
Salesman, Tract. & Farm Impl.	3	3	0	2
Salesperson, Hdwe. & Bldg.Sup.	0	2	0	0
Salesperson, Home Furn.	4	6	1	3

Title	Estimated Labor Need 1975	1977	Student Interest Sample	Projected
Mgr., Lodging Facilities	0	0	0	2
Sales Mgr., Indus.	0	0	-	-
Mfg's Rep.	9	11	1	3
Salesman, Indus. Products	11	18	-	-
Mgr., Trainee, Ins. Office	0	0	-	-
Salesman, Insurance	4	6	0	0
Serv. Sta. Attendant	6	6	1	4
Mgr., Service Station	0	1	-	-
Director, Recreation	0	0	1	4
Salesperson, Sporting Goods	1	1	2	13
Truck Driver, Heavy	12	17	6	39
Indus. Truck Oper.	14	17	0	0
Light-Truck Driver	51	48	2	11
Tractor-Trailer Truck Driver	24	20	6	39
Traffic Agent	0	0	-	-
Dispatcher, Motor Vehicle	-1	3	0	0
Manager, Traffic	0	0	-	-
Dental Assistant	0	0	5	34
Med. Lab. Assistant	0	0	6	38
Nurse, General	8	8	1	7
Nurse, LPN	6	6	9	58
Nurse Aid/Orderly	47	65	3	17
Operating Room Tech.	0	0	2	11
Physical Therapy Attendant	0	0	2	11
Radiologic Tech.	0	0	1	6
Optical Assistant	0	0	0	0
Environmental Health Asst.	0	0	-	-
Dietetic Technician	0	0	0	0
Physician's Asst.	0	0	1	5
Cloth. Maintenance Specialist	2	2	0	0
Food Establishment Manager	0	0	0	0
Kitchen Supervisor	3	3	0	0
Housekeeper, Inst.	-2	-2	3	20
Accounting Technician	9	17	1	8
Cost Estimator	0	0	0	0
Bookkeeper	21	30	4	25
Cashier	2	4	1	9
Office Machine Oper.	2	8	0	0
Computer Operator	7	9	-	-
Computer Operations Supervisor	-1	-1	-	-
Key Punch Operator	4	8	1	8
Programmer	3	4	3	21
Systems Analyst	2	4	1	6
Duplicating Machine Operator	0	0	-	-
File Clerk	-7	16	-	-
General Office Clerk	62	63	1	9
Statistical Clerk	1	1	1	9

Title	Estimated Labor Need 1975	1977	Student Interest Sample	Projected
Transcribing Machine Oper.	0	0	-	-
Telephone Operator	2	2	1	9
Mail Clerk	1	2	-	-
Receptionist	7	9	7	45
Survey Worker	0	0	0	0
Shipping & Receiving Clerk	7	13	0	0
Legal Secretary	1	1	3	16
Medical Secretary	0	1	3	21
Secretary	28	39	12	77
Stenographer	7	12	2	11
Off. Supervisor	7	8	0	0
Clerk-Typist	16	20	2	12
Chemical Technician	0	2	-	-
Surveyor	0	0	-	-
Civil Engineering Tech.	0	0	2	11
Electrical Tech.	0	2	-	-
Electronic Tech.	0	2	1	3
Solid Waste Tech.	0	1	0	0
Industrial Maint. Mechanic	10	16	0	0
Industrial Engineering Tech.	3	3	-	-
Instrumentation Tech.	4	6	-	-
Numerical Control Tool Pgmr.	2	3	-	-
Quality Control Tech.	3	4	0	0
Metallurgical Asst.	0	0	0	0
Agr-Commodity Inspector	0	0	-	-
Social Serv. Aid	2	2	-	-
Industrial Safety Tech.	1	1	0	0
Waste Water Tech.	0	1	-	-
Auto Air-Cond. Mechanic	1	2	-	-
Air Cond. Mechanic	3	4	0	0
Furn. Install & Repair	-2	-2	-	-
Elec. Appliance Serviceman	0	0	0	0
Auto Body Repairman	1	1	2	14
Auto Painter	0	0	0	0
Auto Mechanic	17	34	6	38
Auto Brake Mechanic	0	1	13	82
Auto Front End Alignment Mech.	0	0	13	82
Auto Service Station Mech.	0	1	13	82
Aircraft & Engine Mechanic	1	1	2	13
Office Machine Serviceman	0	0	0	0
Sign Painter	0	0	0	1
Illustrator	0	0	4	22
Interior Decorator	0	0	6	36
Display Man	0	0	1	3
Industrial Designer	37	39	0	0
Photographer	0	1	4	22
Bldg. Maintenance Man	4	5	0	0

Title	Estimated Labor Need 1975	Estimated Labor Need 1977	Student Interest Sample	Student Interest Projected
Carpenter	22	29	8	49
Form Builder	2	2	8	49
Electrician	0	0	3	17
Operating Engineer	26	28	1	7
Construction Equip. Mech.	4	6	-	-
Bricklayer	1	0	1	4
Tile Setter	0	0	-	-
Painting	2	2	1	4
Plumber	0	0	2	12
Glazier	4	2	-	-
Roofer	30	40	-	-
Structural Steel Worker	0	0	0	0
Floor Layer	0	0		-
Carpet & Linoleum Layer	0	0	0	0
Cement Mason	10	11	-	-
Custodian	12	10	0	1
Diesel Mechanic	1	0	2	11
Draftsman, Structure	1	1	2	15
Draftsman, Mechanical	13	20	2	10
Electrician, Maintenance	5	6	0	0
Lineman	11	16	-	-
Electric Motor Repairman	0	0	0	0
Comm. Equip. Repairman	14	20	-	-
TV & Radio Serviceman	0	0	4	27
Dry Cleaner	3	3	0	0
Carpet & Upholstery Cleaner	0	0	-	-
Launderer	5	4	-	-
Print Shop Foreman	0	0	0	0
Phototypesetter Operator	2	2	0	0
Linotype Operator	-6	-17	0	0
Offset Pressman	0	0	0	1
Platen & Letter Pressman	0	1	0	1
Photographer, Lithographic	0	0	-	-
Bookbinder	0	0	0	0
Instrument Repairman	0	0	0	0
Watch Repairman	0	0	0	0
Foundry Molder	0	0	0	0
Coremaker	1	1	0	0
Metal Pourer	1	1	-	-
Die-Casting Machine Operator	13	18	-	-
Patternmaker, Metal	1	0	0	0
General Machinist	10	11	1	9
Tape Control Machine Operator	2	3	0	0
Production Machine Operator	47	-102	-	-
Machine Set-Up Operator	5	6	0	0
Punch Press Operator	52	61	0	0

Title	Estimated Labor Need 1975	1977	Student Interest Sample	Projected
Press Oper., Heavy Duty	6	8	0	0
Fabricator-Assemb.,Metal Prod.	15	59	-	-
Sheet Metal Worker	16	17	0	2
Welder, Combination	22	34	0	0
Welder, Resistance Machine	58	57	-	-
Welder, Inert Gas, Shld. Arc	8	12	0	0
Flame Cutting Mach. Operator	0	0	0	0
Repair Welder	0	0	0	0
Tool & Die Maker	17	19	1	6
Barber	0	0	1	9
Cosmotologist	5	6	7	45
Plast. Comp. Mold. Mach. Op.	2	2	0	0
Plast. Vac. Form. Mach. Op.	-3	-3	-	-
Bldg. & Safety Inspector	0	0	0	0
Fireman	8	13	0	0
Policeman	3	4	2	14
Baker	14	18	-	-
Baker Helper	7	9	-	-
Cook	2	2	2	11
Cook Helper	-2	-2	1	3
Meat Cutter	6	6	0	2
Waiter/Waitress	84	80	4	23
Steam Press Operator	3	4	0	0
Sew. Mach. Oper.-All Around	90	130	0	0
Leatherworker	14	23	0	0
Upholsterer	0	0	0	0
Cabinetmaker	0	0	0	1
Woodworking Mach. Operator	1	1	1	3
Inspector, General	23	36	0	0
Musical Instrument Repairman	0	0	1	3

Source: Iowa Department of Public Instruction, Career Education Needs Information System

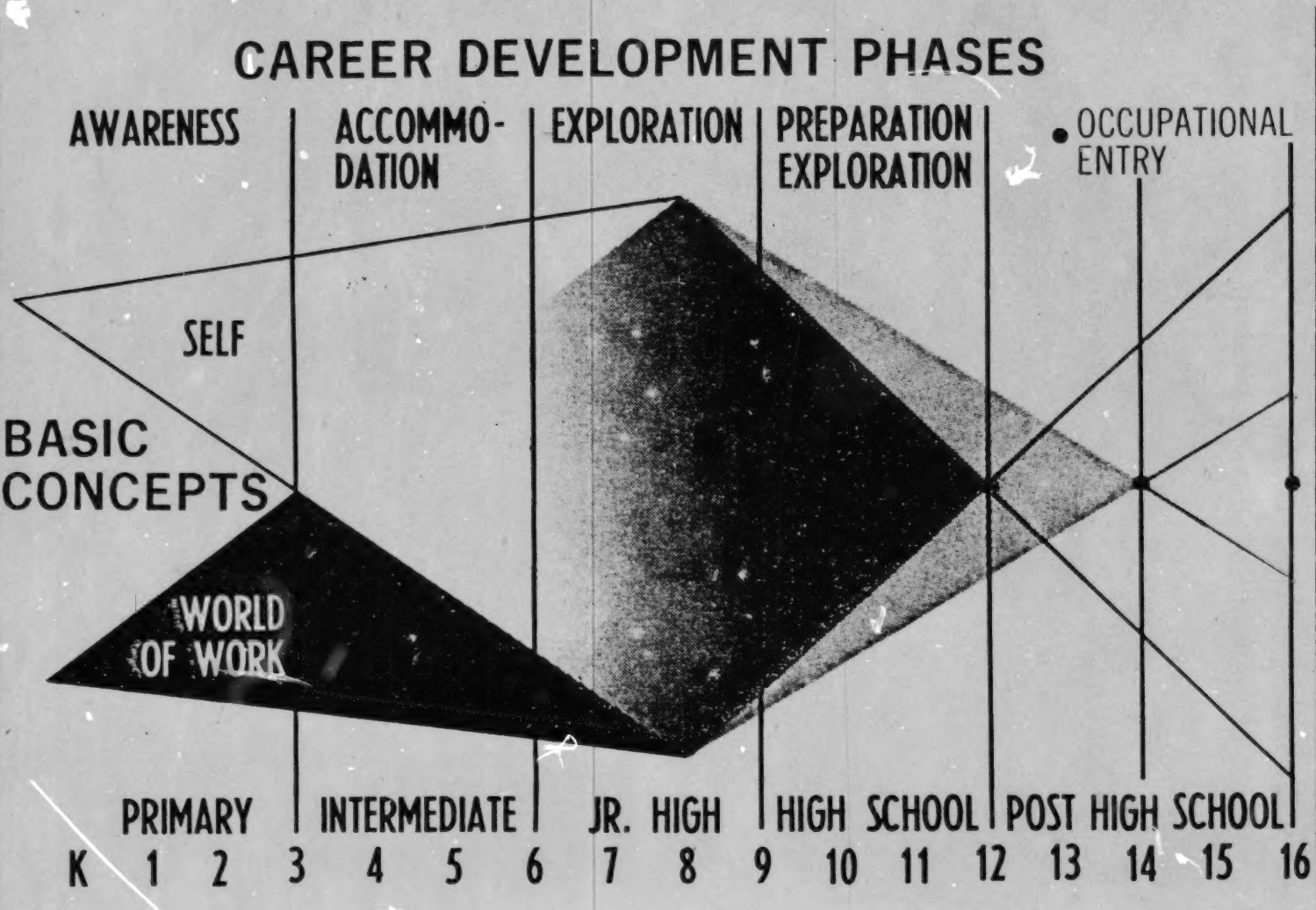

Chart 1: Model for Career Development

Source: Career Education Division, Iowa Department of Public Instruction

TABLE NO. 2

WORK FORCE DATA IN COUNTIES PARTLY OR TOTALLY WITHIN BOUNDARIES OF MERGED AREA VI

	Annual Average 1971		
Counties	Work Force	Unemployment	Unemployment Rate
Hardin	9,880	280	2.8
Marshall	19,140	600	3.1
Poweshiek	8,520	250	3.0
Tama	7,230	340	4.7
Franklin	6,020	220	3.7
Hamilton	8,110	420	5.1
Butler	5,820	340	5.8
Grundy	6,000	200	3.4
Jasper	15,840	620	3.9
Story	27,760	640	2.3
TOTALS	114,320	3,910	3.4

Source: Annual Manpower Planning Report for FY 1974, Iowa Employment Security Commission

TABLE NO. 3

DROPOUTS BY GRADE LEVEL FOR 1974-75
IN SCHOOL DISTRICTS IN MERGED AREA VI

Grade	Enrollment	Individuals Leaving	Rate
7	2,058	1	.04
8	2,020	2	.09
9	1,972	28	1.41
10	1,961	52	2.65
11	1,842	104	5.64
12	1,715	78	4.54
Other	256	2	.78
	11,824	267	2.25

Source: Iowa Department of Public Instruction, Guidance Services.

TABLE NO. 4 PERSONS NOT IN SCHOOL WITH LESS THAN HIGH SCHOOL COMPLETION BY SCHOOL DISTRICT IN MERGED AREA VI

School Districts	16-21 Yrs.	25+ Yrs.
Ackley-Geneva	8	941
Alden	18	422
Beaman-Conrad-	24	353
Brooklyn-Guernsey-Malcom	21	497
Eldora	187	640
Garwin	0	224
Gladbrook	8	398
Green Mountain	14	137
Grinnell	65	1,154
Hubbard	13	263
Iowa Falls	85	1,216
LDF	12	194
Marshalltown	286	3,584
Montezuma	14	430
New Providence	*	*
Radcliffe	7	293
SEMCO	11	319
South Tama	84	1,939
Steamboat Rock	5	134
Union-Whitten	0	167
Wellsburg	9	473
West Marshall	39	637
TOTALS	914	14,415

* Not Available

Source: Iowa Department of Public Instruction.

TABLE NO. 5

LOW INCOME INDIVIDUALS BY SCHOOL DISTRICT IN MERGED AREA VI FOR 1974

School District	Population	Low Income Individuals			
		Farm	Non-Farm	Combined	% Low Income.
Ackley-Geneva	3,728	31	267	298	8
Alden	2,209	19	173	192	9
Beaman-Conrad	2,849	11	118	129	5
Brooklyn-Guernsey-Malcom	3,602	26	233	259	7
Eldora	4,455	19	303	322	7
Garwin	1,341	10	68	78	6
Gladbrook	2,075	13	136	149	7
Green Mountain Ind.	936	10	32	42	4
Grinnell-Newburg	11,385	26	680	706	6
Hubbard	1,722	11	77	88	5
Iowa Falls	8,629	30	532	562	7
LDF (LeGrand)	2,138	9	74	83	4
Marshalltown	29,909	30	2,058	2,088	7
Montezuma	2,835	25	183	208	7
New Providence	646	7	31	38	6
Radcliffe	1,762	12	90	102	6
SEMCO (Gilman)	2,057	17	87	104	5
South Tama (Tama)	9,347	88	644	732	8
Steamboat Rock	877	16	54	70	8
Union-Whitten	1,615	12	72	84	5
Wellsburg	1,799	23	76	99	6
West Marshall (State Center)	5,307	39	268	307	6
TOTALS	101,223	484	6,256	6,740	7

Source: "Low Income Individuals in Iowa School Districts and Counties," Iowa Department of Public Instruction, Career Education Division.

TABLE NO. 6 INDIVIDUALS RECEIVING PUBLIC ASSISTANCE IN COUNTIES PARTLY OR TOTALLY WITHIN BOUNDARIES OF MERGED AREA VI

Counties	Old Age Assistance	Aid to Dependent Children	Aid to Blind	Aid to Disabled	Total
Hardin	119	453	9	21	602
Marshall	101	1,035	6	26	1,168
Poweshiek	63	274	5	4	346
Tama	90	555	7	25	677
Butler	91	263	6	17	377
Hamilton	73	397	10	11	491
Franklin	60	263	3	4	330
Grundy	43	164	7	15	229
Jasper	114	816	13	21	964
Story	143	726	12	12	893
TOTALS	897	4,946	78	156	6,077

Source: Publication "Monthly Public Assistance Statistical Report," February 1973 (latest available information), prepared by the Iowa Department of Social Services.

OBJECTIVE II: *To identify that which is currently being done to meet career education needs in Area VI public schools.*

On November 6, 1974, the Steering Committee voted to survey educators of the twenty-two districts and three post-secondary units of Iowa Valley Community College District in order to determine the extent to which career education concepts are being integrated into the learning systems of the various institutions. Subject areas included were:

Planning strategies for integrating Career Education concepts into existing curriculums.

Concept acceptance as indicated by board, administrative, and faculty action.

Curriculum development.

Curriculum evaluation.

Support systems/personnel for fostering and maintaining Career Education.

Beginning in December and finishing in March, interviews were conducted in the twenty-two school districts and the two community colleges. The following summary was abstracted from information resulting from the twenty-four interviews.

Data Summary: Career Education Survey in 22 School Districts and Iowa Valley Community College District in Area VI

Strategy Development

6 districts have adopted strategies for implementing Career Education into the K-12 curriculum.

4 districts are formulating strategies.

12 districts and 3 postsecondary administrative units are without a strategy.

Concept Adoption

7 districts have adopted career education concepts and models demonstrating their inclusion in the curriculum.

15 districts and 3 postsecondary units have not.

Concept Understanding

6 districts have had a minimum of one in-service day in order to introduce career education concepts to all faculty/administrators.

6 districts have sent at least one person to in-service workshops at which career education concepts were discussed.

10 districts and 3 postsecondary units have not provided faculty/administrator in-service training for the purpose of introducing career education concepts.

Curriculum Development

1 district has provided an in-service workshop for many faculty to develop career education curriculum.

1 district has provided extra pay for curriculum development at the secondary level.

1 district provided a workshop for faculty at the secondary level.

2 districts have provided incentive for one or more faculty members to participate in career education curriculum development workshops.

15 districts and 3 postsecondary units have not provided incentive for developing career education curriculum.

Curriculum Evaluation

1 district has attempted to evaluate effects of career education curriculum.

21 districts and 3 postsecondary units have not.

Support Personnel/Systems

3 districts have individuals whose jobs include part to full-time development and coordination of career education.

2 districts are attempting to secure funding in order to hire part-time career education coordinators.

6 districts have compiled lists of community world-of-work resources.

22 districts and 3 postsecondary units have informational compilations describing career possibilities.

4 districts have formed community advisory committees.

OBJECTIVE III: *To synthesize the resources and needs as an optimum combination of resources and activities as recommendation to the Area VI public schools for future planning.*

RESOURCES

The attempt has been made to limit discussion of resources, particularly in the case of educational agencies and institutions, to present utilization. The implication that "present" equals "optimum" resource use is not intended. Often when discussing Career Education, authors indicate that "existing" as opposed to "optimum" utilization is a major contributing factor to conditions resulting in the call for educational change. A general discussion of the subject would only reiterate what has been frequently and ably stated. Steering Committee recommendations are addressed, specifically, to the question of better utilization of existing resources directly affecting people in Area VI.

At the Federal level, the National Institute of Education and the United States Office of Education are the most active agencies in Career Education. The N.I.E. has concentrated on basic research related to education and the world of work, while the U.S.O.E. has focused on constructing a philosophical framework for the career education movement, and on providing financial support for program development through state agencies.

At the State level, the Career Education Division of the Iowa Department of Public Instruction assists institutions in their efforts through consulting and funding services. Consultants are available in the areas of guidance, faculty training, research, curriculum development, and evaluation. Funding for Career Education is available for in-service training, research, exemplary projects, and special needs

programs. In addition, Iowa State University offers a career education curriculum development workshop aimed at serving faculties and administrators in local school districts.

Within Area VI, a number of educational agencies contribute to Career Education. Iowa Valley Community College District has three administrative units that serve postsecondary needs. Ellsworth and Marshalltown Community Colleges serve primarily persons with one of two goals, either to attain a higher education degree or sub-baccalaureate occupational preparation. The third unit, the IVCCD Adult and Continuing Education Division, is particularly responsive to those with other learning goals. The 22 public school districts serving elementary and secondary students in Area VI vary widely in financial, personnel, and curriculum resources. However, all districts appear to have most of the personnel and the facilities for fully integrating career education concepts into their curriculums. The recently created Area Education Agency assists K-12 districts by providing career education materials through a media center and learning opportunities for those with special needs. The many communities within Area VI offer great potential as world-of-work resources. Citizenry support for Career Education is not only a potentially valuable resource, but also an apparent necessity if Career Education is to affect, positively, learning within Area VI.

RECOMMENDATIONS

The following conclusions (Needs) and subsequent recommendations were developed by and are presented as possible aids in promoting Career Education in Area VI.

NEED: Occupational supply and demand data for Iowa and Area VI to supplement CENIS.

To be of benefit to individuals engaged in career explorations, career education learning systems should contain means by which learners can answer "What are the job entry possibilities if I choose a particular occupation?" In addition, occupational preparation curriculum planners need the same information in order to initiate programs that are realistic in terms of the job market. CENIS supplies some data to help the learner and the curriculum planner. However, its parameters exclude valuable occupational supply-demand information, namely, small employers (1-3 employees), railroad employees, occupations requiring at least a baccalaureate degree.

RECOMMENDATION: An Iowa and Area VI supply and demand listing similar to and supplemental to CENIS be compiled and updated annually.

NEED: Additional data for identifying adult population career education needs.

Available information identifies individuals in dire need of economic help. Overlooked are the many who are not in severe economic trouble but may have other unmet relevant needs. Career education concepts suggest other individual needs related to work in addition to those satisfied by economic reward. Identifying those population needs would contribute a sound basis for building learning systems.

RECOMMENDATION: Federal, state, and local agencies articulate work-related human needs in addition to those satisfied by economic reward.

RECOMMENDATION: Federal, state, and local agencies increase efforts to assess other work-related human needs in addition to those satisfied by economic reward.

NEED: Local structures for insuring integration of career education concepts into the curriculum.

Districts making progress have made commitments through the creation of structures to insure the integration of career education concepts into the curriculum.

Districts in which Career Education has made little impact lack identifiable structures. At the time of the interviews, 12 districts did not have a plan, 15 districts had not identified or adopted career education concepts for integration, 12 districts had not assigned any individuals the responsibility of guiding the integration of career education concepts, and 18 districts had not established a community advisory council for the purpose of gaining community acceptance and support of career education learning efforts.

RECOMMENDATION: Each district not having done so secure board and administration support of career education concepts.

RECOMMENDATION: Each district not having done so devise a plan for integrating career education concepts into the curriculums.

RECOMMENDATION: Each district not having done so adopt a district definition of Career Education and related concepts.

RECOMMENDATION: Each district not having done so designate a person or persons to assume responsibility for guiding the integration of Career Education into the curriculum. Incentive, preferably in the form of released time, should be provided.

RECOMMENDATION: Each district not having done so establish a community advisory council.

NEED: Districts insure faculty and administrative understanding of Career Education and related concepts.

Districts making progress have taken steps to insure faculty understanding of the appropriate terms. Ten districts had not introduced many of their faculty to Career Education. Educators unacquainted with current thinking tend to limit Career Education to occupational preparation. As a result, they lack the perspective

necessary to see it as a viable means of serving more comprehensive learning needs. The evidence suggests that many educators in Area VI are in this position, and yet they are some of the ones responsible for integrating the concepts into curriculums.

RECOMMENDATION: Each district not having introduced faculty and administrators to career education concepts should provide a minimum of one in-service day for that purpose.

RECOMMENDATION: Each district that has introduced faculty and administration to the concepts should take steps to insure that any personnel unfamiliar with the concepts are introduced.

NEED: Districts insure the development of career education curriculum.

School districts, in which career education curriculums are being and have been developed, have initiated actions to effect curriculum change. Individuals interviewed in these districts related significant curriculum development to these catalysts, particularly the workshops. These persons also indicated the need for more activities of this type in order to insure continued curriculum development. School districts not evidencing significant curriculum development have not provided incentives for doing so. Interview results indicate that 15 school districts have not provided workshops or other incentives for faculty to develop career education curriculums.

RECOMMENDATION: Districts not having done so consider providing incentive through in-service workshops, released time, or similar means, in order to initiate the process of curriculum development.

RECOMMENDATION: In addition to rewarding the accumulation of graduate hours, districts consider giving credit on the salary schedule for other means by which educators improve their understanding of and job proficiency in Career Education.

RECOMMENDATION: Districts develop a "teachers-helping-teachers" cooperative. For example, a district needing the expertise of a teacher from another district would pay expenses in return for the expertise.

NEED: Evaluation of the effects of career education curriculum upon the learners.

In view of the fact that most school districts either have not integrated or are in the beginning stages of integrating career education concepts into their curriculums, the need to evaluate the effects of such curricula may seem premature. However, in districts which have been in the process for several years or more, little seems to be known about the effects of these curricula. Of all the districts surveyed, only one had made any attempt to evaluate the effects. Without the knowledge of whether the curricula are fulfilling their intended purposes, educators cannot improve upon nor justify their existence.

RECOMMENDATION: School district not having done so develop criteria and methods for evaluating the effects of career education curriculum on learners.

NEED: Support of local district efforts to integrate career education concepts into their curriculums.

Individuals already involved in concept integration at the local level have indicated the need for outside assistance in curriculum development. Also, they have indicated the need for continued help in providing incentives. Indications are that without incentives, curriculum development slows significantly.

RECOMMENDATION: An area-level resource person be provided to furnish guidance and material for career education curriculum development.

RECOMMENDATION: At the state level, monies be identified for the purpose of financing released time for faculty planning in order to insure the continued development of career education curriculum.

NEED: Support systems to foster and maintain career education.

One of the benefits associated with Career Education is that which is derived from first-hand learning experiences in the world outside the school. Students benefit by increased understanding and motivation that can come from direct experience with that being

studied. Instructors benefit by the opportunity to test the reality of what they teach. With increased use of the world outside the school, it will be necessary to document the learning resources and to coordinate their use.

RECOMMENDATION: An area-wide world-of-work resource center be established: its purposes being to identify and classify resources in the area, to communicate this information to K-12 and post-secondary institutions, and to arrange for the utilization of any resource upon request.

NEED: Alternative means of assisting persons not enrolled in K-12 structures to determine career directions.

Presently in Area VI, at least one federally-sponsored program exists to help individuals without employment return to the work force. Generally, postsecondary curricula assist individuals to determine career directions through means usually associated with traditional higher education. These curricula aim either at providing specific occupational preparation, a general education, or both. Those providing specific occupational preparation are built upon the assumption that the learner has made a career choice. While general education curricula assist learners in determining careers, it does so either indirectly or incidentally.

Evidence suggests that means of helping adults and near-adults focus directly on the problem of finding career directions is needed. The Director of Student Services at Marshalltown Community College estimates that 20-25 percent of those who leave the institution before or after one year do so because of a lack of career direction. In a normal year this amounts to approximately 60 persons. No information is available indicating the number of adults and near-adults in the work force who are dissatisfied with and are seeking or needing a more satisfactory career.

RECOMMENDATION: Finally, at the community college level within Area VI, a program or programs be designed specifically to help individuals determine career directions, <u>quickly</u>.

LIMITATIONS AND DISSEMINATION

LIMITATIONS

Individual needs were hypothesized rather than identified for this study. Neither the data nor the structures for ascertaining most individual needs in Area VI exist. This phenomenon suggests that individual needs have not been of major concern. Marland suggests that industry concern for individual needs in the United States is only beginning[6] and doubts that schools have done any better:

> The Health, Education, and Welfare study *Work in America* showed two major sources for job dissatisfaction. The first was termed the anachronism of Taylorism. Frederick Winslow Taylor wrote *Principles of Scientific Management* earlier in this century. In this book, he fathered the time-and-motion studies that organized work into tasks to allow for maximum productivity. The worker's rewards depended on doing as he was told and increasing his output.
>
> Taylor's philosophy of scientific management went something like this:
>
> > For success, then, let me give one simple piece of advice beyond all others. Every day, year in and year out, each man should ask himself, over and over again, two questions. First, "What is the name of the man I am now working for?" and, having answered this definitely, then "What does this man want me to do, right now?"[7]
>
> For all of our pious rhetoric concerning individualization, creativity, child-centered curricula, it is fair to say that many children, especially in high school, are still putting in time under the rules of Taylorism.[8]

Labor demand data was limited to the 1973 CENIS survey and thus excluded some labor needs.

Many educators unfamiliar with current thinking regarding career education consider the term a synonym for training in a specific occupational area.

DISSEMINATION

A copy of this report was given to Superintendents in the 22 K-12 school districts, the Area Education Agency, and the Iowa Valley Community College District. Additional copies are available from the Department of Public Instruction, Career Education Division, Grimes State Office Building, Des Moines, Iowa 50319.

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2. "Implementing Career Education in the School Curriculum," Models for Career Education in Iowa (Des Moines, Iowa: Career Education Division, Department of Public Instruction, 1974), p. 10.

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5. Cliff E. Helling, Career Development Concept (Minneapolis, Minn.: Independent School District 281), p. 10B.

6. Sidney P. Marland, Jr., Career Education (New York: McGraw-Hill, 1974), p. 39.

7. Ibid., p. 38.

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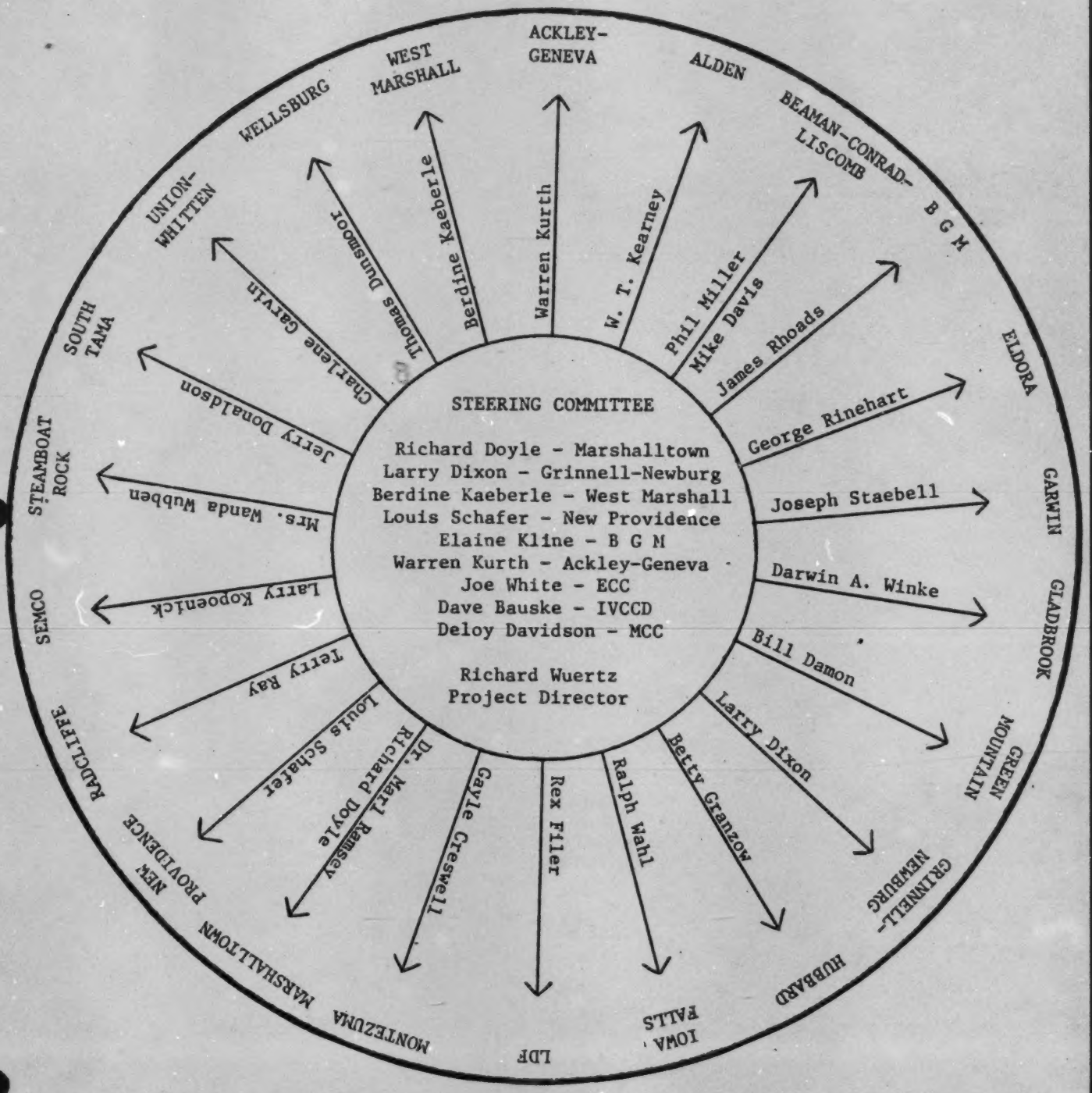
APPENDIX

ORGANIZATIONAL STRUCTURE: Career Education Needs Assessment in Area VI



STEERING COMMITTEE ○ CONTACT PERSONS ⟶

Career Education Survey Questions

1. Have attempts been made to establish a plan for implementing career education in the curriculum?
2. Have attempts been made to develop a district-wide plan, i.e., one that includes all grade levels?
3. Have attempts been made to develop either an elementary or secondary plan?
4. Have attempts been made to develop an elementary level plan?
5. Have attempts been made to develop a secondary plan?
6. Have attempts been made to develop plans at particular schools?
7. Have any elementary schools made such attempts?
8. Which elementary schools?
9. Have any junior high schools made such attempts?
10. Which junior high schools?
11. Has the senior high school attempted to develop a plan?
12. Have attempts been made to develop plans for implementing career education at any grade levels?
13. Which grade levels? In what school?
14. Have attempts been made to develop plans for implementing career education in particular subject matters?
15. What subject matters? In which grades? At what schools?
16. Has any group been formed to develop plans for implementing career education into the curriculum?
17. Is/was this group constituted as a representative body of interested/affected parties?
18. Which populations of interested/affected individuals have had members on the group?
19. Have any individuals assumed the task of developing plans for implementing career education into the curricula?
20. Who?

21. What is the present status of the plan?

22. Briefly, what is the basic strategy of the plan?

23. Have any attempts been made to define career education concepts for use in curriculum development?

24. Have any groups met in an attempt to formulate tentative definitions of career education concepts?

25. Of whom did these groups consist?

26. Have any individuals attempted to formulate definitions of career education concepts?

27. Who?

28. What activities have been performed?

29. Which terms have been defined?

30. Have attempts been made to develop a tentative model showing how career education concepts fit into the curriculum?

31. Was this the same group that formulated the tentative definitions?

32. If not, of what populations did this group consist?

33. Which concepts were used in the model?

34. Have attempts been made to develop final definitions and a final model?

35. Have these attempts involved getting the benefit of the thinking of the various interested/affected parties?

36. Which parties?

37. Who directed the attempts?

38. What activities were involved?

39. What were the results?

40. Have any attempts been made to provide training for those responsible for implementing career education into the curriculum?

41. Have any resources been allocated for in-service training in career education?

42. Resources?

43. Who has been trained?

44. In what areas have they been trained?

45. Have resource persons been used in the training?

46. Which resource persons?

47. What is the status of the training?

48. What activities were involved in this training?

49. In training, which personnel have indicated a greater understanding?

50. In training, which personnel have indicated a favorable attitude?

51. Have attempts been made to establish career education objectives designed to implement the concepts into the curriculum?

52. Who has been involved in these attempts?

53. Have resource persons been used in the training?

54. Which resource persons?

55. What activities were involved in developing the objectives?

56. Were the objectives reviewed by interested/affected parties?

57. Which interested/affected parties?

58. What activities were used in reviewing?

59. What were the results of the reviewing?

60. What is the status of the career education objectives?

61. Have attempts been made to revise curriculum descriptions in order to include career education objectives?

62. Who has been involved in these attempts?

63. In making these attempts, which activities have been used?

64. Which instructional levels have been assigned career education objectives?

65. Have attempts been made to devise career education instructional objectives?

66. For which subject matters have instructional objectives been devised?

67. Have attempts been made to devise career education learning activities?

68. For which subject matters have learning activities been devised?

69. In which subject matters have learning activities been tried?

70. Have attempts been made to devise criteria and methods of evaluating activity outcome?

71. Which subject matters have criteria and methods of evaluating outcomes been devised?

72. In which subject matters have outcomes been evaluated?

73. Have attempts been made to develop criteria and methods of evaluating the effects of the impact of career education on the total curriculum?

74. Who has made these attempts?

75. What have been the results?

76. Are there individuals within the district committed/receptive to career education?

77. Who?

78. Have any facilities/equipment been designated for career education use?

79. Which facilities/equipment? (Who, What, When, Where)

80. Have any career education support systems been proposed, designed, or implemented?

81. Which support systems? (Who, What, When, Where)

82. Have attempts been made to utilize career education community resources in learning activities?

83. Have attempts been made to identify and classify career education learning activity community resources?

84. By whom?

85. Have attempts been made to coordinate utilization of career education community resources?

86. By whom?

87. Have attempts been made to identify present career education needs in your district?

88. By whom?

89. Results?

90. What in your estimation are the career education needs in your district?

CAREER EDUCATION NEEDS ASSESSMENT SURVEY

Data Summary

District: Ackley-Gene[illegible]

Interview: March 14, 1975

Planning: Ackley-Geneva is formulating a strategy for integrating Career Education into the K-12 curriculum.

Concepts: Ackley-Geneva has not adopted Career Education concepts and a model demonstrating their integration into the curriculum.

Curriculum: Ackley-Geneva has learning activities at elementary and secondary levels which could be categorized as Career Education.

Ackley-Geneva has sent at least one person to in-service workshops at which Career Education concepts were discussed.

Ackley-Geneva has not provided administrative/faculty in-service or other incentive for developing Career Education curriculum.

Support Systems/Personnel:
Ackley-Geneva has made a survey of community resources.

Needs: Understanding and appreciation of Career Education concepts by faculty and administration.

Career Education curriculum development. Assessment of student needs. Formulate a definite plan for integrating Career Education into curriculum.

CAREER EDUCATION NEEDS ASSESSMENT SURVEY

Data Summary

District: Alden

Interview: March 14, 1975

Planning: Alden is formulating a strategy for integrating Career Education into the K-12 curriculum.

Concepts: Alden has not adopted Career Education concepts and a model demonstrating their integration into the curriculum.

Curriculum: Alden has learning activities at elementary and secondary levels which could be categorized as Career Education.

Alden has provided administrative/faculty in-service time for purpose of introducing Career Education concepts.

Alden has not provided administrative/faculty in-service or other incentive for developing Career Education curriculum.

Support Systems/Personnel:
Alden provides guidance personnel and information to help students in area of occupational exploration.

Needs: Assess what presently doing in Career Education.

More occupational exploration and preparation.

CAREER EDUCATION NEEDS ASSESSMENT SURVEY

Data Summary

District: Beaman-Conrad-Liscomb

Interview: March 10, 1975

Planning: Beaman-Conrad-Liscomb has adopted a strategy for integrating Career Education into the curriculum at the secondary level.

Concepts: Beaman-Conrad-Liscomb has not adopted Career Education concepts and a model demonstrating their integration into the curriculum at the secondary level.

Curriculum: Beaman-Conrad-Liscomb has learning activities at the elementary and secondary levels which could be categorized as Career Education.

Beaman-Conrad-Liscomb has introduced many faculty at the secondary level to Career Education concepts.

Beaman-Conrad-Liscomb has held values workshop at the elementary level that relates to developing positive self concept.

Support Systems/Personnel:

Beaman-Conrad-Liscomb has acquired Iowascript occupational information and a micro-fiche reader.

Beaman-Conrad-Liscomb has guidance personnel to assist students in occupational exploration.

Needs:

Career Education coordination of efforts in district.
Career Education coordinator.
Elementary level awareness of concepts.
Survey of community resources.
Work study program.
Money and time to develop Career Education curriculum.

CAREER EDUCATION NEEDS ASSESSMENT SURVEY

Data Summary

District: Brooklyn-Guernsey-Malcom

Interview: January 29, 1975

Planning: B-G-M is formulating a strategy for integrating Career Education into the K-12 curriculum at the elementary level.

Concepts: B-G-M has not adopted Career Education concepts and a model demonstrating their integration into the curriculum.

Curriculum: B-G-M has learning activities at the elementary and secondary levels which could be categorized as Career Education.

B-G-M has sent administrative personnel to Career Education implementation workshops.

B-G-M has not provided administrative/faculty in-service time for the purpose of introducing Career Education concepts or developing Career Education curriculum.

Needs: Develop district-wide strategy for implementing Career Education into the curriculum.

Career Education in-service at the elementary level.

CAREER EDUCATION NEEDS ASSESSMENT SURVEY

Data Summary

District: Eldora

Interview: February 26, 1975

Planning: Eldora has not formulated a strategy for integrating Career Education into the K-12 curriculum.

Concepts: Eldora has not adopted Career Education concepts and a model demonstrating their integration into the curriculum.

Curriculum: Eldora has learning activities at the elementary and secondary levels which could be categorized as Career Education.

Eldora has not provided administrative/faculty in-service time for the purpose of introducing Career Education concepts or developing Career Education curriculum.

Support Systems/Personnel:
Eldora provides job placement guidance to students.

Eldora has made attempts to identify and classify community resources in some subject areas.

Needs: Coordinated Career Education program.

Broaden teacher understanding of Career Education concepts.

CAREER EDUCATION NEEDS ASSESSMENT SURVEY

Data Summary

District: Garwin

Interview: February 10, 1975

Planning: Garwin has not formulated a strategy for integrating Career Education into the K-12 curriculum.

Concepts: Garwin has not adopted Career Education concepts and a model demonstrating their integration into the curriculum.

Curriculum: Garwin has learning activities at the elementary and secondary levels which could be categorized as Career Education.

Garwin has not provided administrative/faculty in-service time for the purpose of introducing Career Education concepts or developing Career Education curriculum.

Needs: Develop program for Career Education.

Make teachers more aware of Career Education.

Assess present status of Career Education in curriculum.

Identification of world-of-work community resources.

CAREER EDUCATION NEEDS ASSESSMENT SURVEY

Data Summary

District: Gladbrook

Interview: February 19, 1975

Planning: Gladbrook has a strategy for integrating Career Education into the K-12 curriculum.

Concepts: Gladbrook has not adopted Career Education concepts and a model demonstrating their integration into the curriculum.

Curriculum: Gladbrook has learning activities at the elementary and secondary levels which could be categorized as Career Education.

Gladbrook has not provided administrative/faculty in-service time for the purpose of introducing Career Education concepts or developing Career Education curriculum.

Support Systems/Personnel:

Gladbrook provides information on careers at the secondary level through guidance personnel.

Gladbrook has made attempts to identify and utilize community resources in learning activities.

Needs: Identify what is being done in Career Education.

CAREER EDUCATION NEEDS ASSESSMENT SURVEY

Data Summary

District: Green Mountain

Interview: February 10, 1975

Planning: Green Mountain has not formulated a strategy for integrating Career Education into the K-12 curriculum.

Concepts: Green Mountain has not adopted Career Education concepts and a model demonstrating their integration into the curriculum.

Curriculum: Green Mountain has learning activities at elementary and secondary levels which could be categorized as Career Education.

Green Mountain has sent at least one person to in-service workshops at which Career Education concepts were discussed.

Green Mountain has not provided administrative/faculty in-service or other incentive for developing Career Education curriculum.

Support Systems/Personnel:
Green Mountain provides guidance materials in occupational exploration at the secondary level.

Evaluation: Green Mountain surveyed 1970 graduates as to appropriateness of education to family living.

Needs: Faculty/School Board awareness of Career Education.
Assess what doing in Career Education.
Students have opportunities to experience different kinds of careers and occupations in the area.

CAREER EDUCATION NEEDS ASSESSMENT SURVEY
Data Summary

District: Grinnell-Newburg

Interview: January 31, 1975

Planning: Grinnell-Newburg has formulated a strategy for integrating Career Education into the K-12 curriculum.

Concepts: Grinnell-Newburg has adopted Career Education concepts and a model demonstrating their integration into the curriculum.

Curriculum: Grinnell-Newburg has learning activities at the elementary and secondary levels which could be categorized as Career Education.

Grinnell-Newburg has sent at least one person to workshops at which Career Education concepts were discussed.

Grinnell-Newburg has provided in-service training for some faculty members to develop curriculum committee.

Support Systems/Personnel:
Career Education coordinator.

Career Education Occupation Information Center for junior and senior high level.

Needs: Faculty released time to develop curriculum.

Community world-of-work resource center

Money to finance curriculum development.

CAREER EDUCATION NEEDS ASSESSMENT SURVEY

Data Summary

District: Hubbard

Interview: February 3, 1975

Planning: Hubbard has formulated a strategy for integrating Career Education into the K-12 curriculum.

Concepts: Hubbard has adopted Career Education concepts and a model demonstrating their integration into the curriculum.

Curriculum: Hubbard has learning activities at the elementary and secondary levels which could be categorized as Career Education.

Hubbard has held an in-service workshop for the purpose of introducing Career Education concepts to faculty.

Hubbard has provided in-service training for some faculty in Career Education curriculum development.

Support Systems/Personnel:

Hubbard has a half-time Career Education Coordinator.

Hubbard has a Career Media Center which contains careers information for student and teacher use.

Evaluation: Hubbard conducted a student needs survey in order to assess the effect of the school on the students.

Needs: Released time for teachers.
Greater awareness of what is available.

CAREER EDUCATION NEEDS ASSESSMENT SURVEY

Data Summary

District: Iowa Falls

Interview: February 12, 1975

Planning: Iowa Falls has not formulated a strategy for integrating Career Education into the K-12 curriculum.

Concepts: Iowa Falls has not adopted Career Education concepts and a model demonstrating their integration into the curriculum.

Curriculum: Iowa Falls has learning activities at the elementary and secondary levels which could be categorized as Career Education.

Iowa Falls has sent at least one person on a Career Education in-service visitation.

Iowa Falls has not provided administrative/faculty in-service time for the purpose of introducing Career Education concepts or developing Career Education curriculum.

Needs: Make faculty/administration aware of Career Education concepts.
Assess Career Education in curriculum.
Develop strategy for further integrating Career Education into curriculum.
Appoint a person to assume responsibility for seeing that Career Education is integrated into the curriculum.

CAREER EDUCATION NEEDS ASSESSMENT SURVEY

Data Summary

District: LDF

Interview: March 10, 1975

Planning: LDF has not formulated a strategy for integrating Career Education into the K-12 curriculum.

Concepts: LDF has not adopted Career Education concepts and a model demonstrating their integration into the curriculum.

Curriculum: LDF has learning activities at the elementary and secondary levels which could be categorized as Career Education.

LDF has not provided administrative/faculty in-service for the purpose of introducing Career Education concepts or developing Career Education curriculum.

Needs: Develop occupational curriculum for non-college bound.

Assess present status of Career Education in curriculum.

Establish plan for integrating Career Education into curriculum.

CAREER EDUCATION NEEDS ASSESSMENT SURVEY

Data Summary

District: Marshalltown

Interview: January 3, 1975

Planning: Marshalltown has formulated a strategy for integrating Career Education into the K-12 curriculum.

Concepts: Marshalltown has adopted Career Education concepts and a model demonstrating their integration into the curriculum.

Curriculum: Marshalltown has learning activities at the elementary and secondary levels which could be categorized as Career Education.

Marshalltown has provided in-service training for the purpose of introducing faculty-administration to Career Education concepts.

Marshalltown has provided an in-service workshop for some teachers and administration to develop Career Education curriculum.

Support Systems/Personnel:
Marshalltown has compilations of occupational information.

Marshalltown as a community resource file.

Evaluation: Marshalltown has had an outside agency evaluate the effect of Career Education on students at the secondary level.

Needs:
Center for gifted.
Assessment of present status of Career Education.
Assessment of graduates.
Description of occupations in the area.
Resources (money) for summer curriculum writing.

CAREER EDUCATION NEEDS ASSESSMENT SURVEY

Data Summary

District: Montezuma

Interview: January 27, 1975

Planning: Montezuma is formulating a strategy for integrating Career Education into the K-12 curriculum.

Concepts: Montezuma has not adopted Career Education concepts and a model demonstrating their integration into the curriculum.

Curriculum: Montezuma has learning activities at the elementary and secondary levels which could be categorized as Career Education.

Montezuma has sent at least one person to in-service workshops at which Career Education concepts were discussed.

Montezuma has not provided administrative/faculty in-service or other incentive for developing Career Education curriculum.

Support Systems/Personnel:

Montezuma provides information on occupations to students.

Needs: Introduce faculty/administration to Career Education concepts.

Identify present status of Career Education in curriculum.

Develop strategy for additional Career Education curriculum.

CAREER EDUCATION NEEDS ASSESSMENT SURVEY

Data Summary

District: New Providence

Interview: March 3, 1975

Planning: New Providence has formulated a strategy for integrating Career Education into the K-12 curriculum.

Concepts: New Providence has adopted Career Education concepts and a model demonstrating their integration into the curriculum.

Curriculum: New Providence has learning activities at the elementary and secondary levels which could be categorized as Career Education.

New Providence has introduced many faculty to Career Education concepts.

New Providence has provided for incentive for many faculty at the secondary level to develop Career Education curriculum.

Support Systems/Personnel:

New Providence provides guidance to students in occupational exploration.

New Providence has identified community resources.

Needs: Develop specific Career Education curriculum objectives.

Time to develop objectives.

Information on specific objectives.

CAREER EDUCATION NEEDS ASSESSMENT SURVEY

Data Summary

District: Radcliffe

Interview: February 3, 1975

Planning: Radcliffe has not formulated a strategy for integrating Career Education into the K-12 curriculum.

Concepts: Radcliffe has not adopted Career Education concepts and a model demonstrating their integration into the curriculum.

Curriculum: Radcliffe has learning activities at the elementary and secondary levels which could be categorized as Career Education.

Radcliffe has not provided administrative/faculty in-service time for the purpose of introducing Career Education concepts or developing Career Education curriculum.

Support Systems/Personnel:
Radcliffe provides guidance personnel to administer a work study program at the secondary level and provide self-awareness activities at the elementary level.

Radcliffe has identified community resources.

Needs: Introduce faculty/administration to Career Education.

Develop means of assessing Career Education in district.

CAREER EDUCATION NEEDS ASSESSMENT SURVEY

Data Summary

District: SEMCO

Interview: January 31, 1975

Planning: SEMCO has not formulated a strategy for integrating Career Education into the K-12 curriculum.

Concepts: SEMCO has not adopted Career Education concepts and a model demonstrating their integration into the curriculum.

Curriculum: SEMCO has learning activities at the elementary and secondary levels which could be categorized as Career Education.

SEMCO has not provided administrative/faculty in-service time for the purpose of introducing Career Education concepts or developing Career Education curriculum.

Needs: Planning time.

Direction in developing Career Education.

CAREER EDUCATION NEEDS ASSESSMENT SURVEY

Data Summary

District: Steamboat Rock

Interview: February 26, 1975

Planning: Steamboat Rock has not formulated a strategy for integrating Career Education into the K-12 curriculum.

Concepts: Steamboat Rock has not adopted Career Education concepts and a model demonstrating their integration into the curriculum.

Curriculum: Steamboat Rock has learning activities at the elementary and secondary levels which could be categorized as Career Education.

Steamboat Rock has not provided administrative/faculty in-service time for the purpose of introducing Career Education concepts or developing Career Education curriculum.

Support Systems/Personnel:

Steamboat Rock provides monthly career speakers for secondary level.

Steamboat Rock has equipment and materials on occupations for students.

Needs: Students to become aware of occupational choices.

Introduce faculty/administration to Career Education concepts.

Career Education materials for learning activities.

CAREER EDUCATION NEEDS ASSESSMENT SURVEY

Data Summary

District: Tama

Interview: March 10, 1975

Planning: Tama has developed a strategy for integrating Career Education into the K-12 curriculum.

Concepts: Tama has adopted Career Education concepts and a model demonstrating their integration into the curriculum.

Curriculum: Tama has learning activities at the elementary and secondary levels which could be categorized as Career Education.

Tama has introduced many faculty to Career Education concepts.

Tama has provided Career Education curriculum development workshop for some faculty.

Support Systems/Personnel:
Tama has prepared a list of community resources.

Needs: Broaden Career Education curriculum at the secondary level.

Train personnel, district-wide, in Career Education curriculum development.

Part-time Career Education Coordinator.

[redacted] EDUCATION NEEDS ASSESSMENT SURVEY

Data Summary

District: Union-Whitten

Interview: March 2, 1975

Planning: Union-Whitten has not formulated a strategy for integrating Career Education into the K-12 curriculum.

Concepts: Union-Whitten has not adopted Career Education concepts and a model demonstrating their integration into the curriculum.

Curriculum: Union-Whitten has learning activities at the elementary and secondary levels which could be categorized as Career Education.

Union-Whitten has not provided administrative/faculty in-service time for the purpose of introducing Career Education concepts or developing Career Education curriculum.

Support Systems/Personnel:
Union-Whitten provides careers information in library for student use.

Needs: Develop curriculum at secondary level for the non-college bound.

Introduce faculty/administration to Career Education concepts.

Identify and increase utilization of community resources.

CAREER EDUCATION NEEDS ASSESSMENT SURVEY

Data Summary

District: Wellsburg

Interview: March 14, 1975

Planning: Wellsburg has not formulated a strategy for integrating Career Education into the K-12 curriculum.

Concepts: Wellsburg has not adopted Career Education concepts and a model demonstrating their integration into the curriculum.

Curriculum: Wellsburg has learning activities at the elementary and secondary levels which could be categorized as Career Education.

Wellsburg has sent at least one person to a conference at which Career Education was discussed.

Wellsburg has not provided administrative/faculty in-service time for the purpose of introducing Career Education concepts or developing Career Education curriculum.

Needs: Introduce faculty/administration to Career Education concepts.

In-service support at the area level.

CAREER EDUCATION NEEDS ASSESSMENT SURVEY

Data Summary

District: West Marshall

Planning: West Marshall has formulated a strategy for integrating Career Education into the K-12 curriculum.

Concepts: West Marshall has adopted Career Education concepts and a model demonstrating their integration into the curriculum.

Curriculum: West Marshall has introduced many faculty/administration to Career Education concepts.

West Marshall has provided (by June 30) in-service time for developing Career Education curriculum.

Support Systems/Personnel:
West Marshall will have a Career Education coordinator.

DISTRICT

CAREER EDUCATION NEEDS ASSESSMENT

Newsletter--January, 1975

BACKGROUND

Early in 1974 the Iowa Legislature considered and passed Senate File 126 which included a provision directing local school districts to incorporate the "total concept of career education" into "curricular and co-curricular teaching-learning experiences from the pre-kindergarten level through grade 12."

At the May meeting of the Area VI Administrators, Dr. John Prihoda, Superintendent of Iowa Valley Community College District, submitted a proposal for consideration that provided for a career needs assessment of the schools in Area VI. A motion supporting the proposal was passed unanimously by the Superintendents. Subsequently, the project proposal was submitted to the Iowa Department of Public Instruction for funding, and was approved in July.

In August, Richard Wuertz was employed on a half-time basis to direct the project. At the September meeting of the Area VI Administrators, Mr. Wuertz secured from the Superintendents names of individuals to act as contact persons for their respective districts, and nominations for Steering Committee. Steering Committee members were to be chosen at random within the parameters of school location and size.

On October 8, 1974, the Steering Committee met for the first time. Since then it has met once a month. During the October meeting attempts were made to reach consensus on the definition of terms relevant to the study. Beginning in October and continuing through the January meeting, committee efforts concentrated on answering the question: "What can we do to help school districts the most in their efforts to further implement career education?"

Career Education Needs Assessment

PRESENT STATUS

Project Objective No. 1--to ascertain the people needs, K-adult, in Merged Area VI.

People needs consist of

1. labor supply and demand, and

2. individual career educational needs.

The Committee has not yet examined the resources and information available dealing with manpower requirements in Area VI. Basic individual educational needs discussed in the proposal include: self and work awareness, occupational exploration and preparation. The Committee has accepted these terms as indicators of individual educational needs.

Project Objective No. 2--to identify that which is currently being done to meet career education needs in Area VI public schools.

Very early in Committee brainstorming sessions, this objective emerged as a priority area. Committee deliberations resulted in the creation of questions designed to secure information via the interview method relevant to the objective. Working through contact persons, Mr. Wuertz is arranging and conducting interviews in the 22 school districts and the community colleges.

Project Objective No. 3--to synthesize the resources and needs as an optimum combination of resources and activities as recommendations to the Area VI public schools for future planning.

Though it is too early to concentrate attention on this objective, inferences are being drawn from known and gathered data that suggest future recommendations in the areas of in-service training and community "world of work" resource identification.

CAREER EDUCATION NEEDS ASSESSMENT

Newsletter -- April, 1975

THE LAW

Senate File 126. Section 11

The board of directors of each local public school district and the authorities in charge of each nonpublic school shall incorporate into the educational program the total concept of career education to enable students to become familiar with the values of a work-oriented society. Curricular and co-curricular teaching-learning experienced from the prekindergarten level through grade twelve shall be provided for all students currently enrolled in order to develop an understanding that employment may be meaningful and satisfying.

Essential elements in career education shall include, but not be limited to:

1. Awareness of self in relation to others and the needs of society.
2. Exploration of employment opportunities and experience in personal decision making.
3. Experiences which will help students to integrate work values and work skills into their lives.

THE CONCEPTS

Career Education

A sequence of planned educational activities designed to develop positive student attitudes, values, knowledges, and skills toward self and the world of work that will contribute to personal fulfillment in present and future opportunities as well as economic independence.

Self

Understanding of oneself--mentally, socially, and emotionally--and his relationships with other people.

Work

Purposive activity undertaken by an individual for remuneration, enjoyment, personal enrichment, or other vocational or avocational reward.

"Models for Career Education in Iowa" publications

AREA VI

The survey to assess the status of career education in the 22 school districts has been completed. Having examined the data, the Steering Committee concludes that career education learning activities are part of the curriculum in every district in Area VI, and that increased career education development is needed. Areas of need are:

Understanding of Career Education and related concepts

Educators unacquainted with current thinking regarding career education tend to identify it as occupational preparation. Many educators in Area VI lack the perspective necessary to see career education as a viable means of serving K-12 learning needs, and yet they are partly responsible for integrating the concepts into their districts' curriculums.

Development of Career Education beyond that which exists

Career Education does not require abrupt, massive change in curriculum. If, however, concepts are to be integrated throughout the K-12 curriculum, existing curricula should be identified and new developed in order to fill any voids.

Increased first-hand learning experiences with the world outside the school

The student benefits by increased understanding and motivation that can come from direct experience with that being studied. The instructor benefits by the opportunity to test the reality of what s/he teaches. The evidence supports the conclusion that in all districts the classroom is being extended into the community. The need exists, however, for an in-

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Career Education does not require abrupt, massive change in curriculum. If, however, concepts are to be integrated throughout the K-12 curriculum, existing curricula should be identified and new developed in order to fill any voids.

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The student benefits by increased understanding and motivation that can come from direct experience with that being studied. The instructor benefits by the opportunity to test the reality of what s/he teaches. The evidence supports the conclusion that in all districts the classroom is being extended into the community. The need exists, however, for an increase of this type of learning activity.

The Steering Committee is preparing recommendations for the project report due on June 30. Relevant to that is the attached material which includes: column 1--procedures that seem to facilitate the integration of career education concepts into schools; column 2--data resulting from the survey; and column 3--recommendations being considered by the Steering Committee.

Richard Wuertz, Project Director, will be available at the April 24 Superintendents meeting for questioning and discussion of the material.

Steering Committee - Career Education Needs and Resources

Committee Minutes

October 8, 1974

The meeting was called to order at 4:00 by Richard Wuertz, Project Director, who acted as temporary chairman. Members present were: Richard Doyle, Larry Dixon, Berdine Kaeberle, Robert Raymer, Joe White, Dave Bauske, and DeLoy Davidson. Members not present were: Elaine Kline and Warren Kurth.

Dr. John Prihoda, Superintendent of Iowa Valley Community College District, addressed the group briefly regarding the project and its possible outcome.

Committee members were then introduced. Elections were deferred until the November meeting. The decision was made to hold the next meeting in Marshalltown at the Vocational-Technical Center on November 6, 1974 between the hours of 2:00 and 4:00 p.m.

Discussion of concepts important to career education was followed by a brainstroming session on the possible outcome of the project. At the November meeting activities will include a discussion of the desired outcome of the project and the priority listing of the same.

Meeting adjourned 6:00 p.m.

Respectfully submitted.

Richard D. Wuertz
Acting Secretary

Steering Committee - Career Education Needs and Resources

Committee Minutes

November 6, 1974

The meeting was called to order at 2:00 by Richard Wuertz, Project Director, who acted as temporary chairman. Members present were: Richard Doyle, Larry Dixon, Elaine Kline, Warren Kurth, Dave Bauske, Joe White and Louis Shaeffer. Members not present were: Berdine Kaeberle and Deloy Davidson. Jim Rhoads, Contact Person for B-G-M, was visiting. It was announced that Mr. Louis Shaeffer of New Providence will replace Mr. Raymer on the Steering Committee.

Richard Wuertz, temporary chairman and acting secretary, was nominated to fill both positions on a permanent basis and was subsequently elected. The decision was made to hold the next meeting at the Marshalltown Community College Vocational-Technical Center in Classroom 2 on December 4, 1974 between the hours of 2:00 and 4:00 P.M.

A discussion of desired outcomes of the project resulted in the decision to assess the status of career education within the 22 school districts. Inventory subject areas and a method of gathering the information were discussed with the probability of definite action on them at the next meeting.

Meeting adjourned at 4:00 P.M.

Respectfully submitted,

Richard D. Wuertz, Secretary

RDW:ll

Steering Committee - Career Education Needs and Resources

Committee Minutes

Present: Louis Shaeffer, Berdine Kaeberle, Elaine Kline, Warren Kurth, Larry Dixon, Richard Doyle, Joe White and Richard Wuertz.

Absent: Deloy Davidson and David Bauske.

The meeting was called to order at 2:00 P.M. by Richard Wuertz, Project Director. Minutes of the November 6, 1974 meeting were approved. Mileage forms were collected and future meeting dates were discussed. The next meeting of the Steering Committee will be January 8, 1975 and future meeting dates are February 5, March 5, April 2 and May 14, 1975.

Communications to contact persons dealing with the inventory of schools, as well as the inventory instrument itself were discussed. Changes in communications procedure were suggested. The inventory instrument was accepted with the recommendation that it be expanded to cover additional areas. Also, the committee recommended that it be tried out before final approval.

Other project outcomes considered were: identification of implementation steps that could be taken by school districts, identification of problems involved at the various steps, and suggestions for possible solutions to these problems. Finally, previously considered project outcomes were reviewed.

Meeting adjourned at 4:00 P.M.

Respectfully submitted,

Richard D. Wuertz, Secretary

RDW:ll

Steering Committee - Career Education Needs and Resources

Committee Minutes

January 8, 1975

Present: David Bauske, Deloy Davidson, Berdine Kaeberle, Warren Kurth, Louis Schafer, and Richard Wuertz

Absent: Larry Dixon, Richard Doyle, Elaine Kline, and Joe White

The meeting was called to order at 2:05 P.M. by Richard Wuertz, Project Director. Minutes of the December 4, 1974 meeting were approved. Mileage forms were collected and a budget change discussed. Mr. Kurth moved that $1,000 be transferred from the Secretarial to the Travel account and Mr. Bauske seconded. The Committee voted unanimously to approve the motion.

Mr. Wuertz discussed his visitation to School District 281 in Robbinsdale, Minnesota. Inventory changes were handed out and the trial interview with Dr. Ramsey of Marshalltown School District was discussed briefly. Ms. Kaeberle discussed career education activities in West Marshall and, as a result, the decision was made to explore various individuals' experiences in implementing career education at future meetings.

Meeting adjourned at 3:45 P.M.

Respectfully submitted,

Richard D. Wuertz

Richard D. Wuertz, Secretary

RDW:mjb

Steering Committee - Career Education Needs and Resources

Committee Minutes

February 5, 1975

Present: David Bauske, Deloy Davidson, Berdine Kaeberle, Warren Kurth Richard Doyle, Elaine Kline, and Richard Wuertz

Absent: Louis Schafer, Larry Dixon, and Joe White

The meeting was called to order at 2:05 P.M. by Richard Wuertz, Project Director. Mileage forms were collected. Mr. Wuertz gave a brief report on the progress of the interviews in the local district.

Mrs. Kaeberle discussed the West Marshall plan for implementing career education into their district. She emphasized accountability and the need for full participation of faculty and administrators.

Mr. Doyle discussed career education in the Marshalltown schools, focusing on a summer workshop that he considered a most valuable aid to the implementation of career education in Marshalltown School District.

Mr. Blount discussed briefly implementation in small districts. He emphasized the need for leaving implementation in local hands.

Meeting adjourned at 4:00 P.M.

Respectfully submitted,

Richard D. Wuertz
Secretary

RDW:mjb

Steering Committee - Career Education Needs and Resources

Committee Minutes

March 5, 1975

Present: Warren Kurth, Richard Doyle, Elaine Kline, Louis Schafer, Larry Dixon, Joe White, and Richard Wuertz

Absent: David Bauske, Deloy Davidson, and Berdine Kaeberle

The meeting was called to order at 2 o'clock by Richard Wuertz, Project Director. Mileage forms were collected. A discussion of data for Objective I resulted in the decision to attempt to include the following:

1. Enrollment data for school districts
2. Number of persons in the area with less than high school diploma
3. Low income individuals
4. Drop-outs
5. Unemployed youth
6. Economically depressed are
7. Student interest
8. Manpower requirements

In addition to the aforementioned it was suggested that a reference be made to the needs assessments presently going on in many schoo' districts.

A summary of the data gathered from the inventory of 17 of the 22 school districts was discussed at some length.

Consideration of the time left and the job to be done resulted in the decision to use the April 2 meeting for settling upon final recommendations and the May 14 meeting for an evaluation of a rough draft of the final report.

During the remainder of the meeting, districts' problems and possible solutions for same were considered. Discussion resulted in the tentative approval of the following recommendations:

1. State allot moneys to finance teacher released planning time.
2. Local school districts provide salary schedule credit for workshops and curriculum development deemed valuable to the district.
3. Area VI world-of-work community resource center be developed.
4. Schools provide in-service training for teachers designed to introduce them to career ed concepts and help them begin the process of developing curriculum materials.
5. School district cooperative teachers helping teachers develop career ed curriculums in-service plan be instituted.

6. A federal/state funding resource person be hired at the area level to assist schools in securing outside funding.

Meeting adjourned at 4 P.M.

Respectfully submitted,

Richard D. Wuertz
Secretary

RDW:mjb

Steering Committee - Career Education Needs and Resources

Committee Minutes

April 9, 1975

Present: Warren Kurth, David Bauske, Berdine Kaeberle, Elaine Kline, Louis Schafer, Larry Dixon, Joe White, and Richard Wuertz

Absent: Deloy Davidson and Richard Doyle

The meeting was called to order at 2 o'clock by Richard Wuertz, Project Director. Mileage forms were completed and turned in. A discussion of the work sheet sent in the previous mailing resulted in Committee approval of steps that tend to facilitate the integration of career education into curriculums. A summary of data collected as a result of inventorying the status of career education in the twenty-two school districts was reviewed. Recommendations discussed at the March meeting were approved and new ones suggested:

1. Each district, not having done so, designate a person or persons to assume responsibility for guiding the integration of career education concepts into the curriculum. Incentive should be provided, preferably in the form of released time.

2. An area-level resource be provided to furnish guidance and materials for career education curriculum development.

Meeting adjourned at 4 P.M.

Respectfully submitted,

Richard D. Wuertz
Secretary

RDW:mjb

Steering Committee - Career Education Needs and Resources

Committee Minutes

May 14, 1975

Present: Warren Kurth, David Bauske, Elaine Kline, Larry Dixon, Joe White, Deloy Davidson, Richard Doyle, and Richard Wuertz

Absent: Louis Schafer and Berdine Kaeberle

The meeting was called to order at 2 o'clock by Richard Wuertz, Project Director. Mileage forms were completed and turned in. The April 1975 Newsletter was distributed and Mr. Wuertz's report to the Area Superintendents at their April 24 meeting was discussed. The remainder of the meeting was spent discussing the draft of the final report. The draft was accepted with revisions. Mr. Wuertz expressed his appreciation for the fine work the Committee had done for the past year.

Meeting adjourned at 4 P.M.

Respectfully submitted,

Richard D. Wuertz
Secretary

RDW:mjb